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ABSTRACT

Project COPE provides supportive services, basic skills, career development, and occupational training to limited English proficient (LEP) students at three New York City high schools. Many COPE students are also limited in their ability to read and write in their native languages. Program participants in 1983-84 included: 173 Spanish-dominant students at John F. Kennedy High School; 82 Haitians at Prospect Heights High School; and 45 Italian-dominant students at Christopher Columbus High School. At each site, students received instruction in English as a second language, and some native language arts and content-area classes were offered. Title VII funds supported administrative and supportive services, and paraprofessional staff positions. In 1983-84, the first year of a three-year funding cycle, curriculum materials were developed by resource teachers at each site. Counseling services helped students deal with problems at home, in job-seeking, and in coping with an unfamiliar society. Although staff development activities were limited, Project COPE's major strength was its staff. The project functioned best at John F. Kennedy, where a bilingual philosophy and program was already in place. Program objectives relating to students, English language achievement and attitudes toward native heritage and school were met, but the objectives for content-area class achievement and staff development were not. Nine recommendations to enhance program effectiveness are presented. (KH)

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PROJECT COPE

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2147

PROJECT COPE

1983-1984

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Mr. Angelo Gatto

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A SUMMARY OF THE REPORT

This centrally administered, multi-site program, in its first year of a three-year funding cycle, provided instructional, resource, and supportive assistance to 282 students of limited English proficiency (LEP) who were also limited in their ability to read and write in their native languages. Program participants included the following: 173 Spanish-dominant students at John F. Kennedy High School in the Bronx; 82 Haitians at Prospect Heights High School in Brooklyn; and 45 Italian-dominant students at Christopher Columbus High School in the Bronx. The majority of program students were from families who left their homelands because of natural disasters or to better their economic situations. In general, program students entered the school system with many limitations. Most Spanish-speaking and Haitian students had either minimal education or none at all. The Italian students usually had attended school in Italy.

The major goal of Project COPE was to provide supportive services, basic skills, career development, and occupational training to LEP students. The project also sought to provide a setting in which students could receive help in coping with their new environment. According to the proposal, the program philosophy was to be implemented through an individualized instructional approach. At each site, students received instruction in English as a second language. Although the project proposed that both native language arts and content-area classes would be taught in the native language, in reality, students were placed in classes according to the availability of such instruction at each school. Prospect Heights offered bilingual (French/English) mathematics and French native language arts. John F. Kennedy offered bilingual science, mathematics, social studies, health history, and native language arts. At Christopher Columbus, two bilingual content-area courses were developed -- biology and American government. However, both courses were taught in English. The native language arts course was also taught predominantly in English.

Title VII funds supported administrative, supportive services, and paraprofessional staff positions. Instructional services were funded by either tax-levy or Supplementary Module 5B monies. Curriculum materials were in the process of being developed by the resource teachers at each site. However, during the program's first year, a curriculum specialist had not been hired and needed materials had not been developed. Supportive services to program students consisted of counseling which aimed to help students deal with problems at home, in job-seeking, and in coping with an unfamiliar society. Students were also referred to the guidance counselor or to outside agencies when their problems required professional services. Development activities for staff members were limited; the

staff at John F. Kennedy attended workshops and university courses. The program staff was in contact with parents of participating students through home visits, phone calls, such school-wide activities as Open House, and letters sent in the native language.

Students were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); attitude toward school and their heritage (program-developed scales); and mathematics, science and social studies (teacher-made tests). Quantitative analysis of student achievement data indicates that:

--Overall, students mastered an average of more than one CREST objective per month of instruction in both the fall and spring.

--The 75 percent passing rate criterion in content-area subjects was not met except by students in spring science classes.

--Seventy-seven percent of the program students advanced one level on the proposed attitude scales, thus meeting the program objective.

The following recommendations are aimed at improving the overall effectiveness of the program at all three sites:

--On the part of the director, communicating regularly with staff, particularly with respect to staff development and other proposed activitives. If the staff is adequately informed, they can then plan appropriate activities.

--Conducting monthly meetings for staff from all sites to discuss common problems and accomplishments.

--Holding yearly meetings for students from all sites to discuss their experiences in adjusting to a new culture and academic environment. If this is not feasible, holding monthly meetings with program students at each site with the same purpose.

--Implementing group and individual counseling, emphasizing graduation requirements and specific issues related to bilingual students. Students should be made aware of the time they need to complete graduation requirements in initial interviews with staff, since it is not realistic to expect that these students would graduate in four years.

--Holding staff development workshops to enhance teacher skills in working with bilingual students. Also, involving mainstream faculty as a means to improve their attitudes toward the project, its staff, and its students.

--Evaluating the feasibility of the career development and preoccupational training component of the program based on what resources exist at each project site.

--Monitoring data collection more closely and providing information on objectives as proposed.

--Documenting more fully the need for program services at Christopher Columbus. Since students are taking courses in English, it appears the target population lacks the needs which the program proposed to address.

--Reviewing the instruments for assessing attitudes toward native language and school.

--Relocating the resource room at Prospect Heights to an area of the school that is safer and more accessible to staff and students.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT COPE
New York City Career Orientation and
Preparative Education Program

Central Location:	Office of High School Projects 1171 65th Street, Room 501 Brooklyn, New York 11219
Participating Schools:	Christopher Columbus High School 925 Astor Avenue Bronx, New York 10469
	John F. Kennedy High School 99 Terrace View Avenue Bronx, New York 10463
	Prospect Heights High School 883 Classon Avenue Brooklyn, New York 11225
Year of Operation:	1983-1984, first of three years
Target Languages:	Italian/Neapolitan, Spanish, and Haitian Creole
Number of Students:	375 proposed/282 reported
Project	Director: Angelo Gatto

I. CONTEXT

Project COPE, a multi-site bilingual program, is housed in Christopher Columbus and John F. Kennedy High Schools in the Bronx, and Prospect Heights High School in Brooklyn. All three schools are in predominantly residential neighborhoods, with a constantly changing ethnic composition. Prospect Heights is in a neighborhood that has deteriorated rapidly and has many abandoned buildings.

The three schools differ in population, in special features, and in career-related offerings. John F. Kennedy has 5,088 students, Christopher

Columbus has 2,425, and Prospect Heights has 2,200. Christopher Columbus offers career education, John F. Kennedy offers science honors classes, and Prospect Heights has a botanic environmental program.

Approximately one-third to one-half of the students at each school are native speakers of the target languages of the project: Italian/Neapolitan at Christopher Columbus, Haitian Creole at Prospect Heights, and Spanish at John F. Kennedy.

The project resource rooms at John F. Kennedy and Christopher Columbus are shared by all project staff members and students; they are also used as project offices. These rooms are open during school hours, and students drop in frequently. The situation at Prospect Heights is different. The project resource teacher has a small office that seats only about three people at a time. The resource room, which is open two hours a day, is on the third floor in a remote area and is kept bolted because of safety problems in the school. As a result, the resource room is of little benefit to project students.

II. STUDENT CHARACTERISTICS

Project COPE proposed to provide basic skills, career development, and occupational training to 282 students of limited English proficiency (LEP) who are also limited in their ability to read and write in their native language. The students served are distributed as follows: 150 Spanish-dominant at John F. Kennedy, 82 Haitian-dominant at Prospect Heights, and 50 Italian-dominant at Christopher Columbus. The low number of Italian students may not reflect the number of Italian students eligible for the project, but rather is a result of administrative complications at the school. Table 1 present the program students, for whom information was reported, by country of birth.

Some staff members report that many recent immigrants who are entering these schools are from underprivileged areas, are of low socioeconomic backgrounds, and are functionally illiterate in their own languages. These barriers interfere with their adjustment to United States society and their learning of English, and make it difficult to find jobs here. Those who do, often find employment within their own communities.

The students thus enter the school system with many limitations. In addition, many of them are reported to return to their countries of origin for short periods of time. Staff members noted that many of them also expect to accumulate enough credits to graduate at the same time as their U.S. counterparts -- an unrealistic hope as 63 percent are one or more years older than the expected age range for their grade. The Italian students usually have attended school in Italy, and are much more likely

TABLE 1

Number and Percent of Program Students by

Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	7	2
	Dominican Republic	117	42
	Cuba	3	1
	Mexico	1	less than 1
	Costa Rica	1	less than 1
	El Salvador	6	2
	Nicaragua	1	less than 1
	Ecuador	4	less than 1
	Chile	1	less than 1
	Portugal	1	less than 1
	United States	6	2
French/Creole	Haiti	82	30
Italian	Italy	45	16
	United States	4	1
	TOTAL	279*	100

*Country of birth is unknown for three students.

- Fifty-three percent of all program students are native speakers of Spanish. The majority of these students were born in the Dominican Republic.
- Thirty percent of program students were born in Haiti and are native speakers of French Creole.
- Sixteen percent of the students were born in Italy.
- Only three percent of the program students are United States-born.

to be at the same grade level with American-born students. See Table 2 for a presentation of the program students, for whom information was reported, by age and grade. Most program students are in grade nine, and the numbers of students decrease as the grade level increases. There are only two twelfth-grade students reported; they are both enrolled at Christopher Columbus. See Table 3 for a presentation of students for whom information was reported by sex and grade. Table 4 presents the time students have spent in the program.

Entrance into Project COPE and exit from it are determined by scores on the English version of the Language Assessment Battery (LAB). Only those students who score below the twenty-first percentile on the LAB are eligible for the program. All students are also tested on the Criterion Referenced English Syntax Test (CREST). Students are then interviewed by the resource teachers in their native languages to test their literacy. The interviews provide qualitative information about the students that cannot be gleaned from standardized tests.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	3	0	0	0	3
14	[illegible]	2	0	0	12
15	[illegible]	[illegible]	0	0	37
16	39	[illegible]	[illegible]	0	80
17	33	23	[illegible]	[illegible]	65
18	13	16	11	[illegible]	41
19	15	8	7	0	30
20	4	1	4	0	9
21	0	0	2	0	2
TOTAL	142	98	37	2	279

Note. Shaded boxes indicate expected age range for grade.

Overage Students	All Program Students				
Number	104	48	24	0	176
Percent	73	48	64	0	63

Prospect Heights High School

Number	56	9	1	0	66
Percent	81	82	100	0	81

John F. Kennedy High School

Number	44	31	18	0	93
Percent	70	52	67	0	62

Christopher Columbus High School

Number	4	8	5	0	17
Percent	40	30	44	0	33

- Sixty-three percent of all program students are overage for their grade.
- The Haitian students enrolled at Prospect Heights High School make up the highest percentage of overage students in the program.

TABLE 3

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	69	50	69	50	138	50
10	50	51	48	49	98	36
11	16	42	21	57	37	13
12	2	100	0	-	2	1
TOTAL	137	51[a]	138	49[a]	275	100

[a]Percent of program students.

- The number of male and female students are roughly equivalent in grades nine and ten. There are more females than males in grade eleven.
- The highest number of program students is enrolled in grade nine.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June, 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	57	29	9	2	97
1 Academic Year	76	70	28	0	174
2 Academic Years[b]	2	0	0	0	2
TOTAL	135	99	37	2	273

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- Ninety-seven students (36 percent) have been in the program less than one year.

III. PROJECT DESCRIPTION

GOALS AND OBJECTIVES

Project COPE's overall goal is to provide supportive services to LEP students who are also limited in their ability to read and write in their native languages. The program intends to provide basic skills, career development, and pre-occupational training.

The specific long-range objectives of the program are as follows:

- to provide a program of instruction that will enable students to improve their basic academic skills in understanding, speaking, reading, and writing English;
- to provide a program of instruction that will enable students to improve their basic academic skills in reading and writing their native language;
- to foster a positive self-concept through the study and appreciation of both their native cultural heritage and the American heritage and also by interrelating with their English-dominant peers;
- to increase academic achievement in content subject areas;
- to encourage the students to continue their studies and to graduate;
- to obtain more effective articulation between lower schools and high schools;
- to train staff so that they will be aware of the needs and problems of bilingual students and will become more effective and skilled as bilingual educators;
- to enlist parental support by increasing meaningful participation in the development and implementation of Project COPE;
- to increase student attendance;

- to establish at each site a Bilingual Resource Center staffed by a full-time bilingual specialist and open to all interested staff and students;

- to provide bilingual instruction in basic skills and career orientation;

- to foster the acquisition of basic skills in the fields of health careers, law-related careers, and business education;

- to help develop the competencies and attitudes that will assure the development, maintenance, and institutionalization of Project COPE;

- to encourage students to acquire practical skills by providing on-the-job experience in international trade and business, foreign service careers, law enforcement, and health careers.

In the project's second and third years, objectives include the development of curricula in applied E.S.L. levels I through III; in native language arts skills, especially in reading and writing; and in business skills, secretarial science, career education, and science/health careers.

Short-range (first-year) objectives include the following:

- seventy percent of target students will demonstrate an appropriate increase in English language proficiency on the CREST;

- seventy-five percent of the participants will demonstrate a significant increase in their native language achievement as indicated by a teacher-made instrument;

- seventy-five percent of target students will demonstrate an improvement in attitude toward their heritage as indicated by results on a program-developed Language Cultural Heritage Attitude Scale;

- seventy-five percent of target students will achieve a passing grade in mathematics, science, and social studies as indicated by results on teacher-made tests;

- seventy-five percent of target students will demonstrate an improvement in attitude toward school as indicated by results on a program-developed inventory measuring interest in continuing their education beyond their present grade;

- the drop-out rate of target students will be 10 to 15 percent less than the rate of mainstream students as indicated by school records;
- ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates;
- parents of target students will show a 10 to 15 percent higher attendance at school functions than mainstream parents.

PHILOSOPHY

The project aims to provide a setting in which the students can receive help in coping with their new environment. Within the three years of the project, the students are to be given intensive training in English and their native languages, and it is believed that the majority will then develop basic skills and score above the twentieth percentile on the LAB.

As stated in the project proposal, the philosophy was to be implemented through an individualized instructional approach to meet the needs of each student. Native language arts and content-area classes were to be taught in the native languages so as to obviate the difficulties the LEP students would have if instruction were given in English.

ORGANIZATION AND PERSONNEL

The project director coordinates the program (in addition to three other Title VII projects) from the central office of the Board of Education in Brooklyn. His main function is to serve as liaison while also being in charge of the project's implementation and staff development. He spends ten percent of his time at the sites, including one monthly meeting; the remaining contacts are mainly by phone. Three on-site resource specialists

are responsible for the day-to-day coordination of project activities under the supervision of the assistant principals of foreign language at John F. Kennedy and Christopher Columbus and the assistant principal of guidance at Prospect Heights.

The supervisor at John F. Kennedy has made the project a unified part of the bilingual education department. This structure provides extra resources for native language arts and content courses, and makes project implementation easier. Christopher Columbus has a highly developed foreign language department that serves the school's LEP students, but there are no content-area classes taught in the native languages. At Prospect Heights, since the assistant principal of guidance is the project's on-site supervisor, the assistant principal of foreign language has no direct involvement with Project COPE.

At the time of the evaluation visits, a total of nine staff members work under Title VII funding: the project director; three resource specialists fluent in Spanish, Italian, and Haitian Creole; three paraprofessionals fluent in the same languages; a Haitian bilingual office aide; and a Haitian parent trainer. Two part-time parent trainers, curriculum writers, and consultants were to be hired in the summer although the two resource specialists at John F. Kennedy and Christopher Columbus High School had already started teaching E.S.L. to parents.

The Italian resource specialist has worked in previously funded Title VII projects. She has a graduate degree and is highly qualified. She recruited a high number of students into the program. She also visits feeder schools and describes the project to teachers, students, and parents.

The resource specialist at John F. Kennedy has worked there for years as an E.S.L. and Spanish teacher. She has a graduate degree in Spanish and is pursuing a doctorate in education. She has been effective in working with non-program staff, developing curriculum, organizing the project, and planning for next year.

The Haitian resource specialist worked in the previously funded Title VII program at Prospect Heights. This teacher is actively involved in group counseling, interpreting foreign school records, working with the dean's office on incidents involving Haitian students, and holding conferences with students and parents.

The three paraprofessionals seem enthusiastic. They spend most of their time in the classrooms, tutoring students, acting as interpreters, and typing. The diverse backgrounds and experience of the staff working with the project students are listed in Appendix A.

IV. FINDINGS

The evaluation findings for the 1983-84 academic year include both objectives measurable by standardized test results and those based on an examination of program material and records, site visits, and interviews with program personnel. The findings are presented by objectives (see page 11), as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, and are based on available data.

INSTRUCTIONAL COMPONENT

The resource specialists, who are familiar with existing bilingual classes and can evaluate students' needs, prepare program plans for the students. An assistant principal told a member of the evaluation team that it was not realistic to expect students to have time to spend on activities other than learning English and basic skills. Many project students have electives waived so that they can take extra E.S.L. classes.

Students are placed in classes according to the availability of bilingual and native language arts instruction at each school. Prospect Heights offers bilingual (French/English) mathematics and French native language arts.

John F. Kennedy offers many more bilingual courses, including bilingual science, math, social studies, health, history, and native language arts. This latter course was observed by a member of the evaluation team. The students actively participated in the lesson and demonstrated their interest by asking many questions.

At Christopher Columbus, two bilingual content-area courses were developed -- biology and American government -- but both courses were taught in English. According to the assistant principal in charge of the project at this site, the enrollment of LEP students in these courses was too low to limit the classes to non-English-speaking students. According to project staff, however, both content classes were scheduled at the same time, and the school's grade counselors were uncooperative in assigning students to the project classes.

From interviews with staff, teachers, and students and from personal observations, the evaluation team concluded that the project, especially at Christopher Columbus and Prospect Heights, needs a more fully developed instructional component that will serve LEP students' needs. This will require greater commitment of resources by school administrative staff.

The aim of the project is to mainstream students after they have attained the twenty-first percentile on the LAB. At the time of the evaluation visits, no students were ready for mainstreaming and, with the program in its first year, no students were ready to exit the program. Staff members expect that it will take the LEP students longer than their U.S. counterparts to complete the 40 credits needed for graduation because of their need for intensive language development courses as well as requied content-area classes.

STUDENT ACHIEVEMENT

English as a Second Language

Objective: Seventy percent of the program students will demonstrate an appropriate increase in English language proficiency by mastering one CREST objective per month of instruction.

The assessment instrument used for measuring the attainment of this objective was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Level I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the mean gain by the average months of treatment. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 5 presents the test results for students who were pretested and posttested with the same level during each semester.

Complete data were available for 135 (48 percent) students in the fall semester and for 154 (55 percent) students in the spring semester. Examination of Table 5 reveals that these students mastered an average of approximately 1.6 CREST objectives per month in the fall, and 1.5 CREST objectives per month in the spring, thus meeting the objective for the program.

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*Board of Education of the City of New York, Division of High Schools, 1978.

Tables 6 and 7 present CREST data for program students at John F. Kennedy and Prospect Heights High Schools*. Inspection of these tables reveals that during the fall and spring terms, students at each school met the program objective in this area. The average number of CREST objectives mastered was slightly higher at Prospect Heights. However, the low number of program students from this school for whom data were available does not allow for meaningful comparisons.

*John F. Kennedy, with 78 percent of students included in the spring analysis, had the most complete data. Prospect Heights had a low number of students with complete data (approximately 42 percent in the spring). CREST data were provided for only three students at Christopher Columbus; thus a separate table for their results is not presented.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(All Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	91	6.9	12.0	5.1	3.0	1.7
II	32	9.6	13.5	3.9	3.0	1.3
III	12	5.4	10.4	5.0	2.8	1.8
TOTAL	135	7.4	12.2	4.8	3.0	1.6
			Spring			
I	98	8.1	13.0	4.9	3.0	1.6
II	47	10.3	14.6	4.3	3.1	1.4
III	9	9.4	12.3	2.9	3.1	0.9
TOTAL	154	8.9	13.5	4.6	3.0	1.5

*Posttest minus pretest.

- Students mastered an average of 1.6 objectives per month in the fall and 1.5 objectives per month in the spring.
- The number of objectives mastered per month decreased in the spring semester.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

John F. Kennedy High School

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	70	6.8	11.6	4.8	3.0	1.6
II	31	9.2	13.2	4.0	3.0	1.3
III	7	5.7	10.0	4.3	2.7	1.6
TOTAL	108	7.4	11.9	4.5	3.0	1.5
			Spring			
I	73	7.5	12.1	4.6	3.0	1.5
II	36	8.8	13.4	4.6	3.1	1.5
III	8	9.5	12.3	2.8	3.2	0.9
TOTAL	117	8.0	12.5	4.5	3.1	1.5

*Posttest minus pretest.

•The one objective mastery rate was achieved by John F. Kennedy students both semesters.

TABLE 7

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Prospect Heights High School

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	19	7.2	13.1	5.9	3.0	2.0
II	-	-	-	-	-	-
III	5	5.0	11.0	6.0	3.0	2.0
TOTAL	24	6.7	12.6	5.9	3.0	2.0
			Spring			
I	24	10.1	15.5	5.4	3.0	1.8
II	10	15.1	18.4	3.3	3.0	1.1
III	1	9.0	13.0	4.0	3.0	1.3
TOTAL	35	11.5	16.3	4.8	3.0	1.6

*Posttest minus pretest.

•Program students at Prospect Heights surpassed the program objective at each CREST level both semesters.

Native Language Arts

Objective: Seventy-five percent of the program students will demonstrate a significant increase in their native language achievement as indicated by a teacher-made instrument.

As native language achievement data were not provided, this objective could not be assessed.

Mathematics, Science, and Social Studies

Objective: Seventy-five percent of the program students will achieve a passing grade in mathematics, science, and social studies as indicated by results on teacher-made tests.

Table 8 presents the passing rates for program students in mathematics, science, and social studies courses by grade in the fall and spring. Data were available for fewer than half the students, except in spring mathematics classes in which 206 students (73 percent) were reported. Very few students were reported in science classes: data were available for only 42 students (15 percent).

John F. Kennedy had the highest proportion of students with complete data (see Table 9). Prospect Heights had virtually no data except for spring mathematics classes. Christopher Columbus had high passing rates but reported relatively few students.

The overall passing rates for all program students were generally higher in the spring, and the program objective was met only by students in spring science classes.

The passing rates for students at John F. Kennedy indicate that the only instance in which the program objective was met at this site occurred in the spring, when 89 percent of the students passed the science courses.

Passing rates for program students enrolled in content-area courses at Christopher Columbus High School were somewhat higher, generally meeting the program objective in the fall. However, the number of students reported is much smaller than at Kennedy, so that comparisons are not meaningful.

Data for very few students were available for Prospect Heights High School; there were no data reported for the fall. The passing rate for students enrolled in mathematics in the spring was 92 percent, and the single student reported as enrolled in a science course in the spring passed the course. Given the small numbers of students reported, however, meaningful conclusions cannot be drawn about student performance at this site.

TABLE 8

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	46	67	57	56	22	73	--	--	125	63
Science	5	80	24	58	11	64	2	100	42	64
Social Studies	46	78	57	56	24	58	1	100	128	65
				Spring						
Mathematics	118	73	64	67	24	71	--	--	206	71
Science	10	80	19	46	12	83	--	--	41	83
Social Studies	53	49	60	62	25	76	--	--	138	59

- The program objective (75 percent passing rate) was achieved by students in spring science classes.
- Overall passing rates increased from fall to spring in mathematics and science courses but decreased in social studies.

TABLE 9

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects, by Site

Content-Area	Christopher Columbus Number	Christopher Columbus % Passing	John F. Kennedy Number	John F. Kennedy % Passing	Prospect Heights Number	Prospect Heights % Passing
FALL						
Mathematics	10	80	115	62	--	--
Science	26	73	16	50	--	--
Social Studies	31	81	97	60	--	--
SPRING						
Mathematics	5	60	129	60	72	92
Science	14	71	26	89	1	100
Social Studies	22	77	116	56	--	--

- The 75 percent passing rate criterion was met in the fall by math and social studies students at Christopher Columbus.
- In the spring, the objective was achieved by science students at John F. Kennedy, math students at Prospect Heights, and social studies students at Christopher Columbus.

Affective Domain

Objectives: The drop-out rate of program students will be 10 to 15 percent less than the rate of mainstream students as indicated by school records.

Seventy-five percent of the program students will demonstrate an improvement in attitude toward their heritage.

Seventy-five percent of the program students will demonstrate an improvement in attitude toward school.

The evaluation team noted that students and staff seemed to have positive attitudes towards the program. According to the staff and principals, the attendance of program students was higher than in the schools as a whole, despite the fact that these students were having many special difficulties.

Christopher Columbus was the only school with a highly developed extracurricular program. The students went to the Westchester College Italian Cultural Day and the Westchester library. They also competed in the Fordham University Italian Poem Contest, and the winner was a program student.

Prospect Heights organized a bilingual career day and took students to the Haitian Painting Show at the Brooklyn Museum. John F. Kennedy organized a health and career day.

As dropout data for program and mainstream students were not available the first objective could not be assessed. Two five-point attitude scales developed by the program staff were used by the program staff in order to assess the students' attitudes toward their cultural heritage and toward

school. Program objectives called for a 75 percent improvement between pretest and posttest.

The improvement rates on both the assessment of students' attitudes toward continued education and toward their cultural heritage were identical at each site:

School	Improvement Rates Towards Cultural Heritage	School
Christopher Columbus	86	86
John F. Kennedy	60	60
Prospect Heights	100	100
Entire Project	77	77

Overall, the program objective was met: 77 percent of the students advanced one level on both attitude scales. However, John F. Kennedy was the only site which did not reach the 75 percent passing criterion level.

NON-INSTRUCTIONAL COMPONENT

Curriculum Development

Resource specialists are also responsible for developing and adapting curriculum materials. This duty primarily entails translating materials used in mainstream content courses. At the time of evaluation, the program was using bilingual materials prepared in previous Title VII programs. In addition, each resource teacher was developing some curriculum materials to facilitate student learning. The Italian resource teacher was developing supplementary materials for the biology and American

government classes at Christopher Columbus. The Spanish resource teacher was working closely with the Spanish native language teacher at Kennedy to prepare lesson plans and additional materials. The Haitian resource teacher was developing materials to help the students who were having difficulty with French. Also these materials are mimeographed and distributed to students.

Supportive Services

Resource teachers and paraprofessionals deal with a large variety of problems which the students have at home, in job-seeking, and in coping with an unfamiliar society. If the problems require professional services, students are referred either to the guidance counselor or to an outside agency (if one is available). Both John F. Kennedy and Prospect Heights have guidance counselors who speak the target languages. John F. Kennedy also has developed a referral system connected to community facilities.

Staff Development

Objective: Ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates.

Some staff members said that more training was needed in how to work with bilingual students. They also mentioned that educational workshops were needed for non-program staff members to explain the program to some teachers who have negative attitudes towards bilingual education.

The two Spanish-speaking staff members were the only ones enrolled in degree programs. Others apparently were not aware that funding was available to take classes. The program objective in this area was not met.

Parental Involvement

Objective: Parents of program students will show a 10 to 15 percent higher attendance at school functions than mainstream parents.

As attendance data for both program and mainstream parents were not provided, this objective could not be assessed. However, it was reported that the program staff was in contact with parents through home visits, phone calls, such school-wide activities as Open House, and letters sent in the native languages. Staff members felt that it was difficult for parents to be more active in the program because most of them work, but when parental action was required on specific problems the parents usually responded.

The parent trainers are expected to be hired and will be responsible for the E.S.L. parent education program. They also will maintain the parent advisory group and keep parents informed of school activities.

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The major strength of Project COPE is the staff, especially the resource specialists who have performed their own jobs effectively while also taking on some responsibilities of the director and parent trainers. The project seems to be functioning best at John F. Kennedy, given the already existing bilingual philosophy and program at the school. This suggests that projects such as COPE need to be offered to sites where basic bilingual services are in place, or where the commitment to provide them is evident.

Target Populations. John F. Kennedy served a larger population than proposed, while the other two sites did not have as many students as expected. Prospect Heights, with 82 students, had two-thirds of the proposed number of students, and Christopher Columbus (with 50 students) had only 40 percent of the proposed population. As it was reported that content-area courses are taught in English at Christopher Columbus due to the small number of LEP students, it may be that few of the 50 students at this site are truly LEP.

Data Reporting. The project needs to improve the data collection process. John F. Kennedy reported data on English language achievement for most of the students, but Prospect Heights had data for less than half the students, and Christopher Columbus provided data for only three students. In addition, data to address objectives in the areas of native language development and dropout rate reduction were not provided. John

F. Kennedy provided the most data in content-area classes. Overall, the highest reporting rate was in spring mathematics classes (73 percent). Social studies had a 49 percent reporting rate, and science had a 15 percent reporting rate.

Attainment of Objectives. The achievement of program objectives may be summarized as follows:

- For the students for whom data were available, the objective for English language achievement was met.
- The program objective for content-area classes was not met. Spring science classes met the objective, but this was based on only 15 percent of the population.
- The objectives on improvement of attitude toward native heritage and toward school were met. However, the data seem suspect as the proportions of students improving their attitude toward their native language was identical to the proportion of students improving in their attitude toward school.
- The staff development objective was not met, as only two persons were reported to be taking college courses.
- The parental involvement objective could not be assessed, as no data were provided.

RECOMMENDATIONS

It is essential that the Division of High Schools make certain considerations prior to designing and implementing a program such as COPE at a potential school site. It is necessary to arrive at a clear understanding of the individual school's needs, population, philosophy, administrative support, and resources for program implementation. This will prevent the unnecessary complications that have existed with Project COPE, particularly at Christopher Columbus and Prospect Heights High Schools. A centrally administered, multi-site, supplementary project such as COPE, can generally function effectively within a school that has a relatively developed

bilingual program. If there are no systematic services at the site, it is unrealistic to attempt developing them through the efforts of a supplementary program alone. The staff resources provided by these programs may then have to be used to deal with issues beyond the proposed scope of the program, instead of working directly with the students on proposed activites.

In addition, staff responsibilities should be clearly defined to allow the staff to focus on their areas of expertise. At the present time, the resource staff have had to take on the responsibilities of the director and part-time parent trainers.

The project needs the director to visit the sites more often so that everyday complications can be resolved. Otherwise the on-site interaction needed for program growth is truncated and, as a consequence, program modifications may not be made.

Project COPE's goal is to provide basic skills to students who are illiterate in their native language. As mentioned earlier, the instructional components have not been developed sufficiently to address this goal. It is suggested that the director refer to the final evaluation report of a previously funded Title VII program at Fort Hamilton High School, Project Elites. This program's main component was an instructional sequence for low-literate bilingual students. It has been evaluated as highly effective. Because of the similarity between the programs' goals and student populations, much might be gained from the previous project's experience.

The following recommendations apply to all three program sites:

1. The director needs to inform the staff regularly, particularly about aspects related to staff development and other proposed activities.

More teachers need to be informed of the opportunity for taking college courses.

2. Monthly meetings should be conducted for staff from all sites to discuss their common problems and accomplishments.

3. Individual and group counseling is needed, with an emphasis on graduation requirements and specific issues of importance to bilingual students. Students need to become aware of the challenges arising from their lack of proficiency in both English and their native language. They need to have a realistic understanding of the time they will need to complete graduation requirements based on initial interviews with staff, so they will better be able to deal with such frustrations as needing more than four years to complete high school.

4. Staff development workshops to enhance teacher skills in working with bilingual students are strongly recommended. The project might involve mainstream faculty to improve their attitudes toward the project, its staff, and students. Technical assistance may be sought from agencies such as the Office of Bilingual Education, the New York State Department of Education, and the New York State Multifunctional Service Center.

5. Career awareness, which constitutes one of the major components of the project, is yet to be developed. The feasibility of this component needs to be evaluated on the basis of what already exists at the school sites.

6. The director needs to monitor data collection more closely, and provide information on objectives as proposed.

7. The instruments for assessing attitudes toward native language and school need to be reviewed. Some property of the instruments themselves or the manner in which they are administered results in identical outcomes which lack credibility.

8. The need for bilingual education at Christopher Columbus needs to be documented more fully. It appears that the target population lacks the needs which the program proposed to address, since students appear to take their courses in English.

9. At Prospect Heights, the resource room needs to be relocated to an area in the school that is both safer and more accessible to staff and students. Additionally, the current practice of opening the room two hours per day does not seem to be sufficient for students to make appropriate use of this resource.

VII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Administrative & supervision	100		B.S., M.S. PD	N.Y.S.	Dist. Admin./Super.	22	7	
Resource Specialist	100	10/83	B.A. French		French D.H.S.	5	5	
Resource Specialist	100	2/84	B.A./M.A. Spanish		Spanish D.H.S.	10	5	5
Resource Specialist	100	10/83	B.A./M.A. Italian		Italian D.H.S.	5	5	2
Educ. Assistant	100	11/83	H.S. Diploma		(Haitian Creole)	2	2	
Educ. Assistant	100	10/83	H.S. Diploma		(Italian)	3	2	
Educ. Assistant	100	10/83	H.S. Diploma		(Spanish)	4	4	